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ABSTRACT

New Jersey's legislatively mandated policy for a "thorough and efficient" (T & E) education requires each district to develop a community profile. This profile can be used by an Educational Goal Development Committee as an aid in establishing community involvement in the goal-setting process, as required by T & E regulations. This document describes the organization and activities of the Educational Goal Development Committee in obtaining community involvement, selecting goal development models, preparing an action plan, finding and validating educational goals, and reporting the committee's progress. Appendices provide a sample meeting agenda and minutes, a school district description form, a sample preliminary report, activity models for community involvement and goal development, and guides for discussion leaders and recorders. (Author/PGD)

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GOAL DEVELOPMENT THROUGH COMMUNITY INVOLVEMENT FOR ROLES AND RESPONSIBILITIES OF BOARDS OF EDUCATION RELATIVE TO THOROUGH AND EFFICIENT LEGISLATION

PRESENTED BY

NEW JERSEY SCHOOL BOARDS ASSOCIATION

COMPANION DOCUMENT #3
TO
A **HANDBOOK** FOR
BOARD MEMBERS

MICROFICHE ONLY

RESEARCH FOR BETTER SCHOOLS, INC.

EA 010 817

MARCH 1977

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We are indebted to a number of people for their contribution to the Handbook; however, a very special note of recognition is due:

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LETTER OF TRANSMITTAL

This T&E Handbook, "Goal Development Through Community Involvement" for Roles and Responsibilities of Boards of Education has been prepared by Research for Better Schools, Inc. (RBS) under the auspices of the New Jersey School Boards Association. The Handbook was developed in response to a clearly expressed and defined need on the part of Board members at the T&E Workshops held during 1976, plus a continuing desire on the part of the NJSBA to assist members with the completion of the T&E Process. The Handbook is a companion document to "Roles and Responsibilities of Boards of Education Relative to T&E Legislation," and like that document, it seeks to help board members to understand the T&E Process and become more meaningfully involved.

A companion document (#1) "Action Plan for the Management of Roles and Responsibilities of Boards of Education" has been developed to assist boards understand the steps and phases necessary to implement T&E over a five-year period.

A companion document (#2) "Committee Directions for Roles and Responsibilities of Boards of Education" has been prepared to guide the T&E Process Committees as they relate to school board members. Like this handbook, the above two companion documents have been developed to assure compliance with the requirements of the Public Education Act, 1975 (Chapter 212).

RBS, Inc. is indebted to many individuals and organizations for their assistance in supplying ideas and information for inclusion in this handbook.

A special note of appreciation goes to Mr. Glenn H. Tecker, Director, Management Information, New Jersey School Boards Association and Ms. Lorraine Gaire, Director, Inservice Education, New Jersey School Boards Association who contributed greatly to the contents of this handbook. It was through their continued direction, guidance and counsel that this Handbook became a reality.

We sincerely hope that this handbook will assist board members to play a meaningful and effective role in the T&E Process. In closing, we move forward to the consideration of the handbook contents. As that undertaking is concluded, we would feel richly rewarded if our time and effort has served to help board members implement their roles in the T&E Process.

Submitted by:

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TABLE OF CONTENTS

	Page
OVERVIEW	1
GOAL SETTING AND THE T&E PROCESS	5
T&E Process Stages	5
T&E Process Cycle	7
T&E COMMITTEES	9
CONTEXTUAL INFORMATION COMMITTEE	11
CUSTOMIZING GOAL DEVELOPMENT	13
Community Involvement	19
Planning a Program of Activities	21
Planning Criteria for the Goal Development Committee	22
GOAL DEVELOPMENT MODELS	29
Modelog Chart of Goal Development Techniques	30
Characteristics of Four Goal Development Models	31
Individual Community Involvement Worksheet	32
ACTION PLAN FOR EDUCATIONAL GOAL DEVELOPMENT	33
GOAL ANALYSIS	37
GOAL VALIDATION	41
COMMITTEE REPORTS	43
T&E COMMUNITY INVOLVEMENT PROCESS REVIEW	45
APPENDIX I	49
Sample Agenda	49
Sample Committee Minutes	50
APPENDIX II	53
School District Description Form	53

Page

APPENDIX III 61

Preliminary Report of a Goal Development Committee 61

APPENDIX IV 69

Sample Activity Models for Structuring Community Involvement 69

APPENDIX V 87

Sample Activity Models for the Process of Goal Development 87

APPENDIX VI 105

Guides for Discussion Leaders and Recorders 105

OVERVIEW

"Educational Goal Development Through Community Involvement" has been designed as a guide for members of Boards of Education. By following its suggested planning sequence, local school districts will be able to comply with the requirements of T&E legislation calling for community input into the goal development process.

This handbook establishes a plan of action for a Committee appointed to carry out the community involvement and school goal setting requirements of the T&E Process. The plan recognizes the newness and transitional nature of the T&E Process, and is based on a series of assumptions that recognize the many factors impacting upon the implementation of the T&E Process.

The materials in this Handbook have been adapted and edited to conform to the T&E Process. By familiarizing themselves with the guidelines set forth in this Handbook, members of Boards of Education, T&E Steering Committees, and Educational Goal Development Committees, as well as administrators, teachers, students, parents, and interested members of the community will develop an understanding of how to meet the community involvement requirement associated with Stage I Goal Development that is part of the T&E Process.

The handbook seeks to provide Board Members and their committee appointees with a clear statement of the purposes and scope of activities of the Goal Development Committee in light of the original T&E Legislation (Chapter 212) and the New Jersey Administrative Code.

The data and information are presented in an action plan format that includes specific recommendations for forming the Goal Development Committee and developing a Program of Activities that will assure broad-based community involvement in goal setting. (Such involvement is essential if the Board is to comply with the requirements of the T&F Process.)

The handbook suggests methods and procedures for planning, while the appendices contain suggested models for achieving community involvement and for soliciting community opinions. The information presented provides suggested approaches for meeting the community involvement requirements of the T&F Process; local districts, however, should customize their approach by adding, deleting, combining, and innovating to develop a program of activities that is specially designed to meet local needs.

This handbook has been designed as Companion Document #3 to "Roles and Responsibilities of Boards of Education Relative to Thorough and Efficient Legislation." Those charged with the responsibility for educational goal development--whether members of the Boards of Education, the T&F Steering Committee or the Goal Development Committee --may find it helpful in their planning to consult this document as well as "Action Plan for Management, Companion Document #1," and "Committee Directions, Companion Document #2." Together, these and two additional companion documents in preparation form a comprehensive analysis of the T&E Legislation and the roles and responsibilities of Boards of Education in carrying out its mandates.

The success of any program will ultimately depend upon the quality of local leadership and the community's commitment to its children and to itself.

GOAL SETTING AND THE T&E PROCESS

Educational planning has not always been logical. Many times school districts have begun new activities or continued old ones when they had little relation to student needs and/or goals of the community, the Board of Education or those goals set by the State of New Jersey.

The T&E Process as set forth in the New Jersey Administrative Code mandates that educational planning be related to student needs, the desires of the community and be consistent with the State Educational Goals. It requires Boards of Education to develop a program of activities (an Action Plan) that will involve broad cross sections of the local community in determining educational goals for the district and for the individual schools within it. (N.J.A.C. 6:8-3.2)

T&E Process Stages

Goal Development is the first of six basic stages in the T&E Process:

Stage One: Goal Development.
Goals are identified and agreed upon.

There are two different types of goals that the district may want to develop:

- Outcome goals.
  An outcome goal is something the student should be, have, or be able to do as a result (at least in part) of experience in school.

- Process goals.

  A process goal is something schools should be, have, or do so that students can best achieve their goals.

Initially a district can decide to consider both outcome and process goals, or the district might first decide to determine only its outcome goals.

Stage Two: Objectives and Standards are Set.

Objectives can be defined as one of a series of intermediate steps that must be reached in the plan to achieve the district goals.

Stage Three: Needs of the Pupils are Determined.

Assessing where pupils are at present in relation to the district, building and program level objectives.

Stage Four: Educational Programs (Curriculum) are Developed and Implemented.

These programs aim at achieving the district's goals by capitalizing on present strengths and compensating for present weaknesses.

Stage Five: Educational Programs are Evaluated.

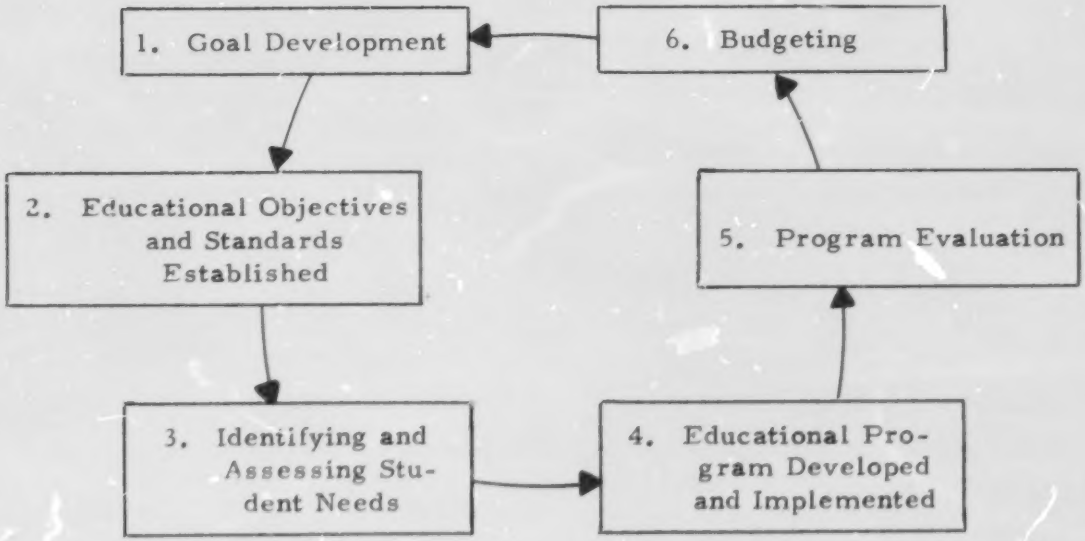
Implemented programs are evaluated in terms of their success in meeting the stated goals and objectives.

Stage Six: Budgets are Established.

Budgets are developed annually to insure the implementation of the educational plan.

1.0
2.8
2.5
3.2
2.2
2.0
1.1
1.8
1.25
1.4
1.6

T&E PROCESS CYCLE


1. Goal Development
2. Educational Objectives and Standards Established
3. Identifying and Assessing Student Needs
4. Educational Program Developed and Implemented
5. Program Evaluation
6. Budgeting

NOTE: Districts may have entered and may be working simultaneously at several stages in the T&E Process. Reading and math programs could have progressed to Stage V while a human relations program is in Stage III.

T&E COMMITTEES

Forming Committees

Successful completion of the T&E Process resulting in the submission of an Education Plan to the Commissioner of Education will require the work of many: Board members, Superintendent, Administrators, Teachers, Parents, Citizens, and Students. In order to utilize this talent most efficiently and effectively, the development of special committees for the various T&E sub-sections is recommended. (See "Committee Directions, Companion Document #2.")

In formulating a customized Action Plan through which to complete the T&E Process, local districts will establish a number of different types of committees such as:

- Steering
- Contextual Information
- Goal Development
- Educational
- Needs Assessment
- Educational Program
- Evaluation

The Steering Committee guides and directs the overall implementation of the T&E Process, and it is responsible for formulating the detailed Action Plan that organizes all T&E Committees. (See "Committee Directions, Companion Document #2" for detailed outlines of the Committees and their functions.) The first step in this process will be the appointment (selection) of contextual information committee. They are responsible for the development of the community profile as presented in the section to follow.

The next step in the process, and the primary purpose of this handbook is the appointment (selection) of the goal development committee and the completion of their work.

CONTEXTUAL INFORMATION COMMITTEE

As a first step in achieving community involvement in the goal development process, significant influence groups in the community should be identified. (See "Roles and Responsibilities Handbook," pages 3.6 and 3.12.) The Community Profile is an important tool in accomplishing this identification.

The T&E Process requires the development of a Community Profile. A Contextual Information Committee should be established by the Steering Committee in order to develop the Community Profile. The data and information collected will be needed for the final phases of the T&E Process including the report to the New Jersey Department of Education. (See "Roles and Responsibilities Handbook," pages 3.5-3.12 and "Committee Directions, Companion Document #2," pages 15-18 for specific functions of the Contextual Information Committee.)

Initially, however, it will be important to generate as quickly as possible a general description of the district that notes significant community factors. (See "Roles and Responsibilities Handbook," pages 3.6-3.12.) This will serve as a working document to aid in the development of community involvement strategies. Although exact statistics will be needed for later reports (see Appendix II, page 45), proportional estimates will be sufficient for planning purposes.

One of the first tasks of the Goal Development Committee will be to work closely with the Contextual Information Committee to generate this information so that significant influence groups can be identified.

CUSTOMIZING GOAL DEVELOPMENT

The development of educational goals is one of the early stages of the implementation of the T&E Process. Integral to goal development is the development of a procedure for Community Involvement. The Board of Education, the Superintendent and the Steering Committee should give this important matter early consideration. Therefore, with the appointment (selection) of the Goal Development Committee, they must also set forth clear and concise guidelines which include:

1. Suggested purposes for the Goal Development Committee are:

   - To develop and implement a Program of Activities for the collection of community opinions about educational goals for the district.

   - To analyze the opinions and to develop for adoption by the Board of Education a comprehensive set of educational goals appropriate (customized) to the students of the district.

2. Suggested composition of the Committee should:

   - Include Board members, taxpayers, business and civic leaders, students, teachers, and administrators.

   - Be comprised of ten to twenty members, with majority not formally related to the school system (i.e., not employed by or serving on the Board of Education).

Individuals selected to serve on the Committee should represent various aspects of the community. Selection should be made to reflect broad representation so the Committee's judgments will be perceived as valid by the community.

3. Planning and Organizing

The Committee should find two simple planning tools especially valuable: a meeting agenda and minutes.

The agenda lists by category the general issues the Committee will consider during a particular session. (See Sample Agenda, Appendix I, page 41.)

Minutes of meetings promote understanding and continuity of purpose and activities. These minutes need not be transcript-like or overly detailed. They should note:

- Major decisions
- Significant accomplishments
- Issues raised for future consideration
- Problems identified and requiring resolution

The minutes should be recorded and prepared by a member of the Committee designated as secretary. They can be used as a record of Committee activities as well as for other interested parties. The list of people to whom the minutes should be distributed should be decided by the Committee. (See Sample Minutes, Appendix I, page 42.)

As these guidelines emerge, the Goal Development Committee will be making basic assumptions about the school district and community. These are the first phases of customizing the goal development process.

We again stress the importance of developing a planning process to comply with the law and developing an Action Plan to provide direction, steps for completion and a monitoring procedure.

Customizing the Goal Development Process

The first consideration by the Goal Development Committee is understanding the legislation and its requirements.

- Secure copies of the New Jersey Administrative Code 6:8-3.2
- Differentiate between fact and fiction
- Establish the scope and parameters of the task

The second consideration is planning to implement a goal development process while complying with the legislation.

- Collect and develop district contextual information
- Draft district and community assumptions for decisions relative to the goal development process

- Research for appropriate models, methods, techniques and strategies to implement the Goal Development Process

- Develop a goal development plan

The third consideration is the implementation of the goal development plan.

- Develop an organizational structure (management system)

- Develop a step-by-step Action Plan (see sample Action Plan, pages 3.17 and 3.18 of the "Roles and Responsibilities Handbook")
  - -- statement of mission
  - -- state objectives
  - -- develop key events (activities) for each objective
  - -- calendarize key events

The Committee might find it useful to develop an Action Plan of activities which graphically displays the sequence of events in their planning. This Action Plan should include the date scheduled for expected completion or occurrence of each major planning event. When estimating the dates of events, the Committee should carefully consider how much time will be required to complete all tasks which must be accomplished before an event is to occur, as well as any reporting requirements and deadlines that have been set forth. (See "Action Plan, Companion Document #1," pages 41-45 for a summary of T&F obligations for 1976-77.)

Dates for the Action Plan can be determined from either of two perspectives:

1. By:

   a. starting from present

   b. carefully estimating the time needed to accomplish all pre-event planning

   c. then determining when the event can be held

<u>or</u>

2. By:

   a. starting from a future date selected for completion of goals development

   b. carefully estimating the time needed to accomplish all planning tasks before the target date

   c. then determining the date planning will have to begin

Time estimates are usually too conservative and most phases require considerably more time for planning and review and revision than is generally recognized at first. Therefore, it is also vital that all Ac-

tion Plans and schedules be prepared on a flexible basis so they can be revised when necessary. (Note: See Sample Action Plan for Goal Development on page 29.)

What has taken place in the preceding three steps is that of customizing.

- Recognize the individuality of each community
- View the goal development process in relation to the total task at hand
- Consider a variety of approaches and weave these into a district plan
- Evolve into an on-going process
- Obtain technical assistance when and where needed
  - -- County Offices
  - -- Educational Improvement Centers (EIC's)
  - -- New Jersey School Boards Association Field Service Offices

The Action Plan will not only provide direction but also documentation to justify the action taken by the district and committee. The following

examples are provided only as a starter for ideas and needs of your specific community. As you develop the timeline for each objective, be knowledgeable of the comprehensive plan timelines.

In order to effectively develop a customized goal approach, a number of goal development models and techniques must be considered. From our search of the literature and experiences to date, we recommend a study of the following:

1. MODELOG CHART OF GOAL DEVELOPMENT TECHNIQUES (See page 26.)

2. CHARACTERISTICS OF FOUR GOAL DEVELOPMENT MODELS (See page 27.)

3. INDIVIDUALIZED COMMUNITY INVOLVEMENT (See page 28.)

NOTE: One of the early decisions in selecting a Model is whether it should be "open" (community starts from scratch to write its own goals) or "closed" (community selects from or modifies a predetermined list of possible goals).

Community Involvement

In the past, the schools usually had statements of purpose or goals. Once these had been developed, they often became permanent and unchanging. Because it was assumed that they were "correct," no one paid much attention to them or thought to question them.

The T&E Process now requires broad community involvement in educational goal development because the goals of any institution (whether they are stated or not) largely determine how that institution will perform.

During the past decade, the schools have often been the focal point for community discontent.

- Taxpayers have revolted against increased school costs.
- Students have shown their frustration and anger.
- Teachers have been resistive and disillusioned.
- Parents have become angry and hostile.

Board members have faced making decisions without having adequate factual data about what the community desires. In such situations, Board members have had to rely on the limited data they could generate or on their own "gut feelings." Having to rely on such measures often increases community discontent instead of reducing it.

One step Boards can take to relieve this situation is to actively work to representatively involve all segments of the community in setting goals for the schools. This process can provide the Board with accurate information about what the public expects. This information can, in turn, serve as a factual base for future Board decisions.

The process also encourages members of the community to consider and discuss the purposes of education. Through this process, community members can expand their understanding of what the schools can and cannot realistically be expected to accomplish.

Although this procedure is necessitated by the T&E Process, its success as a technique to build community confidence in the schools will be determined largely by the attitudes of Board members in carrying it out. It is no way limits the Board's powers or prerogatives. Instead, it provides Board members with a tool to reduce public controversy and channel interest in the schools in a positive direction.

Planning a Program of Activities

Planning a Program of Activities (see "Roles and Responsibilities," page 1.7) is one of the most important responsibilities of the Goal Development Committee. In planning, the Committee should keep in mind:

Purpose:

- To involve as many people as necessary to ensure adequate community representation in determining district goals.

General Considerations:

- Participation should be actively solicited.

- No one who is interested should be excluded from participating.

- Activities should be purposefully structured (i.e., so people just don't "blow off steam.")

- Activities should be arranged and timed to build the interest and enthusiasm of participants.

- Publicity should be planned to generate general community awareness of the project.

Planning Criteria for the Goal Development Committee

Answering the six questions that make up the "Activity Planning Criteria" provides basic direction for planning a successful activity.

The criteria are not inclusive, nor are they comprehensively detailed. However, the process of dealing with them and other questions that will occur as these are considered should help the Committee to identify potential problems connected with an activity during the planning process and to decide many of them in advance.

The process of answering the following questions is a condensed planning procedure. By resolving the questions, a group engaged in planning an activity (a single event) will basically be complying with a procedural requirement of the T&E Process.

- Who will be involved and what are the criteria for selection?

- How will their involvement be solicited and assured?

- What will constitute "adequate" involvement?

- Why are they being involved?

- What are the present and future activities in which they are to be involved?

- Where will the activities take place and what resources are required?

Specify Activities for Goal Development Consideration

- The general characteristics of the district as estimated in the "District Description" (see Contextual Information Committee on page 8).

- Preceding activities which hoped to achieve citizen participation conducted by:

  (a) individual schools
  (b) other community groups
  (c) the Board of Education

- The structure of, and response to, those preceding activities

- Significant community events planned for the future to be conducted by:

  (a) individual schools

  (b) other community groups

  (c) the Board of Education (controversial resolutions, budget hearings, etc.)

- The time of the year including:

  (a) expected weather

  (b) school calendar (legal holidays and vacations)

- Amount of time needed and the amount of time available for:

  (a) planning

  (b) implementation

  (c) evaluation and conclusion

- Local resources and budget constraints

- Is the cost of the activity (in terms of money, time and human energy) worth what it is expected to accomplish?

Activity Models

This Handbook includes descriptions of six basic Activity Models:

- Delegates' Assembly
- Town Meeting
- Mini-conference
- Interest Groups Interviewed
- Opinionnaire
- Public Opinion Poll

These models are found in Appendix IV, page 61.

When developing a Program of Activities, the Committee should be aware of the advantages and disadvantages of each model. For example:

Delegates' Assembly

Advantage: A structured collection of opinion

Disadvantage: Very selective participation

Town Meeting

Advantage: Open participation

Disadvantage: Highly unstructured and therefore requires suf-

ficient "on the spot" effort and imagination to promote broad contribution.

One objective in selecting any given activity model is to see that it will combine with other activity models selected to form a broad Program of Activities that will reach all segments of the community as mandated by the T&E Process. In making its selection, the Committee should seek to organize the goal determination process into a series of phases that will make it easy for all members of the community to make their input.

A simplified example of a possible sequence for one phase of the Program of Activities might be:

1. A Delegates' Assembly: To generate an initial collection of opinions

2. A Town Meeting: To expand upon the initial collection of opinions

3. Interest Group Interviews: To gain detailed insight into special interest goals

4. An Opinionnaire: To assure a realistic representation of the totality of community opinion

5. A Tentative Report: To consolidate and summarize the findings of the above

follows.

SAMPLE

GOAL DEVELOPMENT COMMITTEE PROGRAM CHART

ACTION PLAN FOR PROGRAM OF ACTIVITIES

Program Phase	Activity Models				
I. Development of Goals	Delegates Assembly	Town Meeting(s)	In-depth Interviews with Interest Groups	Opinionnaire	Status Review by Steering Committee
II. Review and Expansion of Goals	Delegates Assembly	Town Meeting(s)	Discussions with Interest Groups	Public Opinion Poll	Review of Tentative Goals by Steering Committee
III. Review, Revision, and Adoption of Goals	Delegates Assembly	Town Meeting(s)	Discussions with Interest Groups	Approval of Final Goals by Steering Committee	Adoption of Final Goals by Board of Education

NOTE: The Program Phases offer options for the committee to choose one or several activities in each phase. For example, the shaded areas represent the activities that a committee may have chosen.

Community Activities

This Handbook sets forth a number of Goal Development Models for developing community participation in goal formulation. Each model is different and no single model probably will be sufficient to produce the broad-based community involvement needed to develop a set of goals that reflect legitimate community-wide understandings.

This Handbook offers a selection of models that can be adopted, combined, or used with other models that may have originated in the district or may come from sources such as Modelog. Together these form activities through which to complete the goal setting requirements of the T&F Process.

The choice of the models to be used to select activities should be customized to the particular needs and characteristics of the community.

When considering activities, it is important to remember that the more people genuinely involved in the goal formation process, the better the chances for generating broad-based community support for the schools and their programs.

MODELOG CHART OF GOAL DEVELOPMENT TECHNIQUES

Name of Model*	Consultant	Communication Pl	Contextual Information	Selecting the District Task Force	Training Procedures	Management Procedures	Goals Prepared in Model	Goals Prepared by Community	Ranking Procedures	Goals Prepared from Indicators	Indicators Prepared from Goals	Program Obj's Related to Goals
"Advocacy"		X		X	X	X		X	X		X	
*American Tel & Tel	X	X		X	X	X		X	X	X		
CSE Elementary School Needs		X				X	X		X			
CTB McGraw Hills Workshop I		X	X	X	X			X	X	X		
Dallas	X	X		X			X					X
*Educ. Improve. Center/NW	X	X	X	X	X	X		X	X	X	X	X
Far West Lab's Model		X			X	X		X	X			
Fresno's Partners in Education	X	X		X		X		X	X	X		
NJ's Goal Development	X	X					X	X	X	X	X	X
Phi Delta Kappa "Kit"		X		X	X	X	X		X			X
Placer County's 3 Part Model	X	X		X			X	X				X
RBS's Community Needs Model		X			X	X	X		X			
RBS "Planning Guide"	X	X			X	X		X	X		X	X
RBS's Student Perceived Needs Model		X			X	X	X		X			
Worldwide SNAP	X	X	X	X				X	X			
Consensus Process	X	X				X		X	optional			

*Not included in Modelog because they were in the process of development at the time Modelog went to press. Model summaries can be found in Modelog available through the Jersey Department of Education.

CHARACTERISTICS OF FOUR GOAL DEVELOPMENT MODELS

Questions	Dallas	Fresno	PDK	Worldwide
1. Who participates in the process?	Parents, students, teachers, administrators, district employees, Board of Ed.	Community members--task force of teachers and administrators	Representative teachers administrators, students, community members.	Representatives from all sectors of education community (i.e. parents, administrators, teachers, students).
2. Are Boards of Education involved?	Yes	Partially	Optional	Optional
3. What is the extent of community participation?	Can be as broad as desired.	Wide-spread	40-80 community members	Very extensive
4. How are community participants selected?	Elected, appointed or voluntary.	Open invitation to community.	3 options - randomly - by Superintendent or School Board - Selection based on criteria	By invitation from Needs Assessment Planning Committee
5. Are needs prioritized?	Yes	Yes	Yes	Yes
6. What are the tools of the needs assessment?	Needs assessment surveys, reactionaire, and small group investigations.	Speak-ups for community members.	Game - a procedure to prioritize goals and survey perceptions	Surveys, speak-ups, questionnaire, concerns conferences
7. What is the output of the needs assessment?	Lists of priorities and greatest gaps.	List of prioritized needs.	List of prioritized goals List of prioritized needs	Needs and concerns of community students and teachers; data from existing tests & measures and administrative data.
8. What happens after the needs assessment?	Program managers select goals for the coming year.	Needs converted into goals Objectives are written for selected goals. Problem solving techniques used to design programs.	Performance objectives written for existing programs and then matched with goals.	Needs converted into goal statements. Problem definition and analysis is carried out.
9. How long is a. the whole planning process? b. the needs assessment?	a. one year b. three months	a. one year b. two months	a. one year b. three months	a. two years b. 6-9 months minimum
10. What are staff requirements?	One or more persons to coordinate the process, depending on the size of the district.	One person to run community conferences. A task force of teachers and administrators.	One person to coordinate two community meetings. One person to analyze data from survey.	No extra staff is necessary. Need someone on staff who has sufficient time.
11. What explanatory materials are available?	5 booklets available from Dallas.	Three booklets available from Fresno.	Kits with all materials. Booklets on writing performance objectives. All available from PDK.	Detailed manual, explanatory filmstrip, available from Worldwide.
12. What costs are involved?	Substitute teachers, materials and printing.	$12 for 3 booklets, and supplies. Lunch for one day community meeting.	Materials- $60 for community kit $1 for manual on performance objectives.	$37 for needs assessment material $60 for film strip

Adapted from Educational Improvement Center - South, New Jersey

INDIVIDUAL COMMUNITY INVOLVEMENT WORKSHEET

OPEN MODEL	INDIVIDUALIZED MODEL	CLOSED MODEL
Key Elements • Open invitation extended to the community to participate • Steering Committee composed of representatives from all sectors of the educational community • Needs identified by a community survey published in the local newspaper • Needs summarized by the Steering Committee and then returned to the community to prioritize • Prioritized needs submitted for review by the Board of Education • Educational goals are then developed from the prioritized needs by the Steering Committee • Educational goals submitted for review by the Board of Education • Education goals presented to the community for their review in an open community meeting • Board of Education adoption of the goals	Desired Elements (participants complete this section)	Key Elements • Steering Committee selected by the Board of Education and superintendent • Invitation to participate sent to selected staff and community members by the Steering Committee • Needs identified by Steering Committee and prioritized by Steering committee, selected staff and Board of Education • Prioritized needs submitted to the Board of Education to develop the educational goals • Board of Education announces to the public that the educational goals will be acted upon at the next general meeting -- public reaction allowed • Board of Education adoption of the goals

Taken from "Roles and Responsibilities Handbook."

35

ACTION PLAN FOR EDUCATIONAL GOALS DEVELOPMENT

FOR THE T&E PROCESS

MAXWELL, NEW JERSEY

		TIMELINE	COMPLETED
Step 1	Board of Education appoints T&E steering committee	December 1	☐
Step 2	Steering committee selects and orients goals development committee	January 1	☐
Step 3	Goals committee organizes general plans of operation	January 7	☐
Step 4a	Subcommittee develops Action Plan	January 21	☐
Step 4b	Subcommittee generates district description	January 21	☐
Step 5	Goals committee formulates and adopts program of activities	January 28	☐
Step 6	Steering committee reviews and approves program of activities	February 4	☐
Step 7a	Delegates assembly	February 7	☐
Step 7b	Special meeting for teachers	February 7	☐

		TIMELINE	COMPLETED
Step 7c	Special meeting for students	February 8	☐
Step 7d	Town meeting	February 9	☐
Step 7e	Opinionnaire mailed	February 16	☐
Step 8	Goals committee assembles and analyzes data	March 4	☐
Alternative Path--Proceed to Step 16			
Step 9	Steering committee reviews and comments on data	March 18	☐
Step 10a	Newspaper opinionnaire	March 24	☐
Step 10b	Delegates assembly	March 25	☐
Step 10c	Special meeting for teachers	March 28	☐
Step 10d	Special meeting for students	March 28	☐
Step 10e	Town meeting	March 29	☐
Step 11	Goals committee shares data and receives feedback	April 1	☐
Alternative Path--Proceed to Step 16			

		TIMELINE	COMPLETED
Step 12	Goals committee formulates tentative goal statement	April 15	☐
Step 13	Steering committee reviews and comments on tentative goal statement	April 20	☐
Step 14a	Delegates assembly	April 19	☐
Step 14b	Special meeting for teachers	April 20	☐
Step 14c	Special meeting for students	April 20	☐
Step 14d	Town meeting	April 21	☐
Step 15	Goals committee shares tentative goal statement and receives feedback	April 22	☐
Step 16	Goals committee completes final statement	May 13	☐
Step 17	Steering committee reviews and approves goal statement	May 27	☐
Step 18	Board of Education reviews and holds public hearing on goal statement	June 15	☐
Step 19	Board of Education formally adopts goal statement	June 23	☐
Step 20	T&E report to New Jersey State Department of Education	July 1	☐

GOAL ANALYSIS

The reduction of the collected data into a comprehensive set of goals that fairly represents community opinion need not be an overwhelming task.

The Committee can use two approaches either singly or in combination:

- The entire Committee may choose to remain together and consider all the data as a group, or
- The Committee may divide itself into sub-groups with specific assignments.

In either case, the Committee will probably find it helpful to develop a systematic plan for analyzing and classifying the opinions. An example of one such plan follows:

Step One:
Collected opinions are sorted into two groups classified as "Outcome Oriented" or "Process Oriented" if both kinds of goal statements have been collected.

Step Two:
The opinions are further sorted into particular subject categories with all opinions addressing similar concerns being assigned to the same group.

Step Three:

The opinions in each subject category are reviewed and analyzed for common meaning.

Step Four:

The opinions in each subject category are clarified, combined, and integrated around their points of common meaning.

Step Five:

Broad goal statements that incorporate the common meanings of the individual opinions are developed.

At the conclusion of this process, the Committee has a series of broad goals that, once validated, can serve as the basis for the community's educational goal statement.

A sample list of goals grouped by category follows. The Committee will add, delete, and combine categories according to the needs of the local district.

SAMPLE

MAXWELL SCHOOL DISTRICT

MAXWELL, NEW JERSEY

TENTATIVE CLASSIFICATION OF OUTCOME AND PROCESS GOALS

Group One: Societal Responsibility

Outcome:

- The student should be willing to face and accept challenges in a society
- A student should have a desire and ability to participate responsibly in a democratic society
- Etc.

Group Two: Respect and Concern for Others

Outcome:

- A student should be able to understand and accept those rules which protect the right of others as a result of his or her school experience
- A student should cooperate with others, respect the rights of others, have empathy for fellow human beings, and be able to communicate with others

Group Three: Self-realization

Outcome:

- A student should be able to meet and overcome changes and challenges in his or her future

Process:

- A student should have been challenged to the full extent of his or her abilities

- A woman student should be freed from the limitation of female stereotyping

Group Four: Skill Development

Group Five: Problem Solving and Critical Thinking

Group Six: Attitude Toward Learning

Group Seven: Environmental Demands

Group Eight: Etc.

GOAL VALIDATION

Once concensus has been reached, goal statements should be validated to assure that they in fact represent the values held by broad segments of the community as required by the T&E Process.

In this phase, the Committee shares the goal statements that have been developed with interested members of the community to ascertain their opinions. These responses (i.e., agreement, partial agreement, disagreement) can also serve as the basis for determining the relative importance of each goal in relation to the others. Ultimately, this ranking of goals will be helpful to the Board of Education in establishing priorities for programs that truly reflect the needs and desires of the community. It is immediately useful in determining the order in which aspect(s) of the districts educational program will be subjected to a comprehensive "needs assessment."

In planning this phase of the Program of Activities, the Committee should give the same attention to involving diverse elements of the community that was given to the initial development of the goal statements. The procedural considerations and activity planning criteria should be exactly the same as those used in planning the first phase, however, the purpose of this phase is to assure that the goals are truly representative. Where necessary, this process may involve expansion, clarification, addition, or deletion of certain goal statements.

Possible activities that the Committee might include in this phase may be drawn from, but are not limited to, the six basic activity models described in pages 42-66.

COMMITTEE REPORTS

Periodic reporting of activities of the Committee is an essential requirement of the T&E Process, and all reports should be issued by the Committee. The Committee may choose to write reports sitting as a total body or to establish a subcommittee to draft particular portions of a report and then, sitting as a total body, to review the draft.

Selection of the format and content of a report is a decision for the Committee; however, the report should respond to the requirements of the T&E Process as well as to specific directions from the Board of Education or the T&E Steering Committee.

A format should be selected which clearly and logically portrays the opinions collected from community and conclusions emerging from and through the Goal Development Process.

The content of a typical report might include:

1. A synopsis of collected opinion identifying:

    a. Major areas of apparent agreement

    b. Major areas of apparent disagreement

    c. Significant trends

    d. Clarification of some collected statements by the Committee

2. A compilation of opinions collected from the community

3. Explanation and evaluation of the Activity Models

4. Description, accounts, and evaluations of activities

5. Description of procedures utilized in the development of the program and planning of activities

6. Relevant statistics such as:

   a. The number of people involved in activities

   b. The number of goal statements collected

   c. The number of planning meetings held by the Committee

   d. The number of community activities conducted

7. Specific recommendations of the Committee to the Board of Education

   a. General recommendations and observations

   b. Recommendations which require formal Board action

8. Minutes of Committee meetings

A sample of a typical preliminary report can be found in Appendix III, page 53.

T&E COMMUNITY INVOLVEMENT PROCESS REVIEW

1. REVIEW THE PLANNING PROCESS ADOPTED

2. REVIEW YOUR ROLES AND RESPONSIBILITIES

3. RESEARCH YOUR COMMUNITY ELEMENTS

4. PREPARE A SET OF ASSUMPTIONS ABOUT YOUR COMMUNITY

5. DEVELOP YOUR COMMUNITY PROFILE

6. STUDY COMMUNITY GOAL DEVELOPMENT TECHNIQUES AND MODELS

7. DEVELOP A CUSTOMIZED GOAL DEVELOPMENT PLAN

8. DECIDE ON THE COMMUNITY'S ROLE IN THE GOAL DEVELOPMENT PROCESS

9. INVITE THE COMMUNITY TO PARTICIPATE

10. IMPLEMENT THE COMMUNITY INVOLVEMENT PROCESS

11. MONITOR THE COMMUNITY INVOLVEMENT PROCESS

12. APPROVE THE GOALS AND OBJECTIVES DEVELOPED

APPENDICES

	Page
APPENDIX I	49
Sample Agenda	49
Sample Committee Minutes	50
APPENDIX II	53
School District Description Form	53
APPENDIX III	61
Preliminary Report of a Goal Development Committee	61
APPENDIX IV	69
Sample Activity Models for Structuring Community Involvement	69
APPENDIX V	87
Sample Activity Models for the Process of Goal Development	87
APPENDIX VI	105
Guides for Discussion Leaders and Recorders	105

APPENDIX I

MAXWELL PUBLIC SCHOOLS

EDUCATIONAL GOAL DEVELOPMENT COMMITTEE

Meeting Notice

DATE: Tuesday, February 1st.

TIME: 8:00 p.m.

PLACE: Board of Education Office

Sample Agenda

(1) Review minutes of January 25th meeting

(2) Final review of plans for Phase I and sub-committee progress reports.

(3) Plan procedure for analysis and classification of goals gathered in Phase I.

MAXWELL PUBLIC SCHOOLS

MAXWELL, N.J.

EDUCATIONAL GOALS DEVELOPMENT COMMITTEE

Sample Committee Minutes

The fifth meeting of the Educational Goals Development Committee was held at 8:00 p.m., Tuesday, February 1st at the Board office.

Present: _____ _____ _____ _____ _____ _____

Absent: _____ _____ _____ _____ _____ _____

The minutes of the January 25th meeting were accepted as read. However, because of personal calendar conflicts, plan of action dates were changed as follows:

Plan of Action (Target Dates)

February 15 - Meeting

Review and analyze reports of findings from sub-committees responsible for Delegates' Assembly, Town Meeting, and Interest Group Interviews.

February 22 - Meeting

Develop and approve draft of Opinionnaire

Complete mailing plans

Receive draft reports of findings from sub-committees, Phase I

March 1 - Meeting

Approve Report of Findings - Phase I

Plan Validation of Goals - Phase II

Final Plans for Phase I: Gathering and Analysis of Community Opinions

Sub-committees responsible for the Delegates' Assembly, Town Meeting and Interest Group Interviews reported on final plans and arrangements for the activities to be conducted during the week of February 7th.

J_____ reported for the Delegates' Assembly Sub-Committee that over 60 community groups have now responded affirmatively to the invitation to send representatives to the Delegates' Assembly. Analysis of the response pattern indicates that this represents an adequate cross section of the community. Selection of students for the Assembly has been completed, and selection of teachers will be completed at the sub-committee meeting scheduled for February 2nd. Also at that meeting participants will be assigned to groups and group chairmen and recorders will be assigned.

R_____ reported that the Town Meeting plans have been finalized and that all physical arrangements have been made. The problem of publicity was again discussed, and it was decided because of the inadequate press coverage thus far to,augment the notices being sent home with children by placing paid advertisements in the two weekly papers this week and in the daily paper during the two days prior to the Town Meeting. The possibility of a bulk rate mailing was eliminated because of the lack of adequate lead time.

P_____ andT_____ reported that the plans for the Interest Group Interviews with students and teachers had progressed well and that they had received the complete cooperation of the principals in arranging details of scheduling. The revised plan calls for open invitations to be

issued for after school group interviews five days in advance. There is still some concern that this may result in the lack of representation of some interests, particularly of students and faculty who may be involved in extra-curricular activities. The Committee agreed that the plan should be implemented as is, and if it is found that there are problems, additional interviews can be scheduled at times when it will be convenient for the students and teachers in question to attend.

Plans for Analysis and Classification of Goals

The Committee reviewed and approved the procedures for the analysis and classification of goals by the sub-committees that had been presented January 25th. It is the sense of the Committee that the Recorders will play a particularly significant role in this process and that if they follow the directions they have been issued, the process will be greatly facilitated.

Important Dates

February 7th - Delegates' Assembly, 8:00 p.m., Junior High School Auditorium. By Invitation only.

February 8th - Interest Group Interviews, 3:15 p.m., Selected Schools. Open invitation to teachers and students.

February 9th - Town Meeting, 8:00 p.m., High School Auditorium. Open invitation. Everyone welcome. Please come!

February 15th - Next Meeting. Review of findings begins.

The Committee adjourned at 10:25 p.m.

Respectfully submitted by:_____
Recording Secretary

APPENDIX II

1.0.0.0. SCHOOL DISTRICT DESCRIPTION FORM

1.1.0.0. General Characteristics

1.2.0.0. School/Facilities

1.3.0.0. General Population

1.4.0.0. Student Population

This is a detailed instrument to use in collecting information for the Community Profile. Items should be added or deleted as deemed necessary by the committee.

1.1.0.0 GENERAL CHARACTERISTICS

1.1.1.0 School District Name

1.1.1.1 Name

1.1.1.2 Names of all municipalities within district boundaries

1.1.1.3 Type of municipality

1.1.1.4 Name of county and state

1.1.1.5 Geographical location of district within state and county

1.1.2.0 School District Type and Plan

1.1.2.1 District type by grade division (i.e., elementary, elementary and secondary, secondary)

1.1.2.2 District type by municipal/school district relationships (i.e., independent, consolidated, regional)

1.1.2.3 District plan (e.g., K-8, K-8-4, K-6-3-3, K-4-4, K-6-6)

1.1.3.0 School District Setting

1.1.3.1 Community type (i.e., inside a megalopolis (more than 500,000, inside a large city, 100,001-500,00), inside a medium size city, 10,000-100,000, in a suburb of a megalopolis, in a suburb of a large city, in a suburb of a medium size city, in a small town, under 10,000, in an open or farming community)

1.1.3.2 Percentage persons living in an urbanized area

1.1.3.3 Type of minicipal government

1.1.3.4 Distance to nearest large city or megolopolis

1.1.3.5 Distance to nearest teacher training facility associated with an institution of high education

1.1.3.6 Distance to nearest entrance/exit of the closest major highway

1.1.4.0 School District Coverage and Property Distribution

1.1.4.1 Area in square miles

1.1.4.2 Number of distinct population centers within SD boundaries

1.1.4.3 Total number of parcels of real property

1.1.4.4 Percentages distribution of real property (i.e., % vacant and farm, % commercial and industrial, % residential and apartments)

1.1.4.5 Ratio apartments to residential parcels

1.1.4.6 Ratio of single to multiple dwelling units

1.1.4.7 Percentages of non-owner occupied dwelling units

1.1.4.8 Density of population per square mile

1.1.5.0 School District Valuations

1.1.5.1 Prior net valuation taxable-county/apportionment valuation (1970)

1.1.5.2 Current net valuation taxable-county/apportionment valuation

1.1.5.3 Percentage change 1970-present apportionment valuation

1.1.6.0 School District and Municipal Taxes

1.1.6.1 General tax rate per $100

1.1.6.2 State equalized tax rate

1.1.6.3 Number of public taxing agencies within the county in competition with SD for tax dollars

1.1.6.4 Prior total school tax rates, 1970 (AV)

1.1.6.5 Current local district school tax rate (AV)

1.1.6.6 Current regional and consolidated school tax rate (AV)

1.1.6.7 Current total school tax rates (AV)

1.1.6.8 Percentage current school tax rate to total rate

1.1.6.9 Percentage change 1970-present tax rate

1.1.7.0 Municipal and School District Expenditures

1.1.7.1 Prior per capita municipal expenditures - 1970

1.1.7.2 Current per capita municipal expenditures

1.1.7.3 Percentage change 1970-present per capita municipal expenditures

1.1.7.4 Percentage expenditure for municipality

1.1.7.5 Percentage all expenditures for school

1.2.0.0. SCHOOL/FACILITIES

1.2.1.0 Number and Conditions of Building by Grade Usage

1.2.1.1 Elementary buildings

1.2.1.2 Middle/Jr. High School

1.2.1.3 Senior High School

1.2.2.0 Classroom Usage

1.2.2.1 Total number of classrooms by building

1.2.2.2 Number of classrooms used by building

1.2.2.3 Percentage of classrooms used in district

1.2.3.0 Buildings Usage

1.2.3.1 Number of sessions daily use by building

1.2.3.2 Current need by building for additional facilities

1.2.3.3 Projected need for additional facilities - 1980

1.2.3.4 Intentions to maintain, abandon, add-on, or renovate by building

1.2.4.0 School Revenues

1.2.4.1 Total revenues

1.2.4.2 Percentage state aid

1.2.4.3 Percentage federal aid

1.2.4.4 Percentage local aid

1.2.5.0 School Expenditures

1.2.5.1 Total expenditures

1.2.5.2 Percentage administration expenses

1.2.5.3 Percentage instructional expenses

1.2.5.4 Ratio of administration to instructional expenses

1.2.6.0 Busing Program

1.2.6.1 Percentage expenditure for busing

1.2.6.2 Percentage students bused

1.2.6.3 Median distance students are bused

1.3.0.0. GENERAL POPULATION

1.3.1.0 Population Size

1.3.1.1 Prior population size in district, 1970

1.3.1.2 Current population size

1.3.1.3 Percentage change 1970-present in population size

1.3.1.4 Projected percentage change in population size 1980-present

1.3.1.5 Net migration in/out

1.3.2.0 Racial/Ethnic Group Composition

1.3.2.1 Prior racial/ethnic composition, 1970

1.3.2.2 Current racial/ethnic group composition

1.3.2.3 Percentage change 1970-present in non-white population

1.3.2.4 Projected percentage change in non-white population, 1980-present

1.3.2.5 Proportion of persons in district whose primary language is not English

1.3.3.0 Age

1.3.3.1 Prior age distribution, 1970 (i.e., under 5 years, under 18 years, 18 years and over, 50 years and over, 65 years and over)

1.3.3.2 Current age distribution

1.3.3.3 Proportion of school age children

1.3.3.4 Prior median age 1970

1.3.3.5 Current median age

1.3.3.6 Percentage change 1970-present in median age

1.3.3.7 Projected percentage change 1980-present in median age

1.3.4.0 Education

1.3.4.1 Percentage school years completed for persons 25 and over (i.e., less than 5 years, 5-8 years, 4 years of high school or more, 4 years of college or more)

1.3.4.2 Median years of education

1.3.5.0 Family Income

1.3.5.1 Percentage families with income (less than $3,000, $3,000-$4,999, $5,000-$6,999, $7,000-$9,999, $10,000-$14,999, $15,000-$24,999, $25,000 or more

1.3.5.2 Median Family income white

1.3.5.3 Median family income all others

1.3.5.4 Per capita money income

1.3.5.5 Percentage recipients of public assistance

1.3.5.6 Percentage households with two working parents

1.3.6.0 Housing

1.3.6.1 Prior year-round units 1970

1.3.6.2 Current year-round units

1.3.6.3 Percentage change present-1970 year-round units

1.3.6.4 Percentage rental

1.3.6.5 Percentage owner-occupied

1.3.6.6 Median number of adults and children per household

1.3.7.0 Occupation

1.3.7.1 Percentages in occupational categories (i.e., manufacturing, wholesale and retail trade, services, educational services, construction, government, professional and managerial, sales and clerical, craftsmen and foreman)

1.3.7.2 Percentage unemployed

1.3.7.3 Geographic employment pattern percentages (i.e., work in district, 1-20 miles, 20-40 miles, 40 or more miles)

1.3.7.4 Percentage of students who remain in community to love and/or work

1.4.0.0 STUDENT POPULATION

1.4.1.0 Pupil Enrollment Data

1.4.1.1 Prior preschool census for 1970

1.4.1.2 Current preschool census

1.4.1.3 Percentage change in preschool census 1970/1976

1.4.1.4 Prior average daily attendance figures for 1970

1.4.1.5 Current average daily attendance figures by building and grade

1.4.1.6 Projected percentage change in average daily attendance figures for 1980

1.4.1.7 Percentage change in average daily attendance 1970

1.4.1.8 Prior non-public school average daily attendance figures

1.4.1.9 Current non-public school average daily attendance figures

1.4.1.10 Percentage change 1970-present in non-public school (ADA)

1.4.1.11 Percentage transfers to and from non-public schools for 1970 and present

1.4.1.12 Percentage drop-outs

1.4.1.13 Percentage students who go onto higher education

1.4.1.14 Proportion of families in district with at least one school age child

1.4.2.0 Enrollment by Race/Ethnic Group by Building (e.g., AI-American Indian, AA-Asian American, BL-Black SA-Spanish American, WH-White, OT-Other)

1.4.2.1 Prior enrollment figures for 1970 by building

1.4.2.2 Current enrollment figures by building

1.4.2.3 Percentage change in non-white enrollment figures by building

1.4.2.4 Projected percentage change non-white enrollment figures by building

1.4.3.0 Enrollment by Socio-Economic Status by Building (e.g. P-poor, LM-low middle, MM-middle, UM-upper middle, U-upper)

1.4.3.1 Prior enrollment for 1970 by building

1.4.3.2 Current enrollment by building

1.4.3.3 Percentage change in poor students by building

1.4.4.0 Yearly School District Transfer Rates

1.4.4.1 Turnover rate for 1970

1.4.4.2 Turnover rate for last year

1.4.5.0 Miscellaneous Student Classification

1.4.5.1 Percentage enrollment by sex by building

1.4.5.2 Percentage "special" students

1.4.5.3 Percentage students below average (non-local norms) in basic math skills by building

1.4.5.4 Percentage students below average (non-local norms) in basic skills by building

1.4.5.5 Percentage "gifted" students

APPENDIX III

MAXWELL SCHOOL DISTRICT

MAXWELL, NEW JERSEY

PRELIMINARY REPORT OF A

GOAL DEVELOPMENT COMMITTEE

From January 21 to February 4, the Educational Goal Development Committee met twice weekly to plan for the Delegates' Assembly, Special Interest Group Interviews, and Town Meeting which were held during the week of February 7. The purpose of these activities was to involve community members, students, and teachers in developing and suggesting educational goals.

The Delegates' Assembly required much advance planning. The major task involved was the selection of approximately 110 delegates, following a 3-1-1 formula: 66 community members, 22 teachers, and 22 students. This process was carried out in several steps:

1. The formation of an invitational pool from which the delegates were to be selected.

    a. Every known organization and interest group was contacted by mail and asked to furnish the name of one or two members who might be interested in participating in the Delegates' Assembly.

b. Each member of the Committee submitted a list of approximately 30 names, striving to achieve a balanced representation of all groups in the community--geographic, racial, ideological, educational and vocational.

c. The Committee's student representative contacted 35 high school students who represented diverse viewpoints.

d. The Student Council at the Junior High School drew up a list of students who represented various groups in the school.

e. A list of teachers and other staff members was drawn up according to the Table of Random Numbers. The list was composed of 10% of the staff of each school.

Each person on the list of community members was contacted by mail and/or telephone and asked if he were interested in participating in the Delegates' Assembly. Eventually, a list of approximately 300 possible delegates was compiled. The students were contacted personally at their respective schools. The teachers and other staff members were contacted by the Board office.

2. The selection of delegates

a. The 15 high school students who accepted the Committee's invitation were all included as delegates. Seven students

at the Junior high school were selected to represent various interests and backgrounds.

b. All teachers who accepted the Committee's invitation were included as delegates.

c. Since there were many more acceptances from the one particular area than from the rest of the township, its residents were chosen separately. All those from the other areas who indicated a willingness to participate were selected as delegates. Residents from other areas were chosen to give as close to a proportional representation as possible. The final selection included 33 from K.P. and 33 from the other areas of the township. Areas which lacked representation were B.G., K.T., and the trailer parks, although invitations had been sent to residents of some of these places.

Once the delegates had been selected, they were divided into ten groups or units of 11 people. The original 3-1-1 composition--citizens, teachers, and students--was maintained within each unit.

Letters were sent to the delegates to inform them of their selection and the date and time of the assembly. Letters were also sent to those people who were not selected to explain the reasons for the limited number of delegates and to inform them that they would be welcome to participate in the Town Meeting.

The next step for the Committee was the selection of unit facilitators and recorders for the assembly. Eight members of the Committee volunteered their sevices as facilitators, since it was felt that they were more familiar with the process than anyone else. One member of the School Boa rd and one resource teacher, both non-members of the Committee, were recruited to fill the two remaining places. The facilitator's job was to aid his unit in its discussion of educational goals and its formulation of a list of desired goals to be submitted to the assembly as a whole. The Chairman of the Committee was chosen to act as Assembly Facilitator.

Members of the League of Women Voters and several district teachers were requested to serve as recorders. Their task was to record goal statements and the vote cast for each one. A training session was held for the facilitators and recorders during which their respective roles were explained.

The Delegates' Assembly was held at the junior high school on February 7. Approximately 70 people attended. Each delegate was given a packet explaining the process. After a brief introduction by the Assembly Facilitator, the delegates reported to their unit meetings, which were held in classrooms. One facilitator and one recorder were assigned to each unit. The unit meetings took approxi mately 1-1/2 hours. In this time, the delegates discussed the statements developed in their unit and voted upon those goal statements to determine which goals they, as a group, felt were most important. A leader was elected from the unit's membership to represent them in the general assembly. The goal statements in each unit were reproduced so that all

units could review them. At the end of this stage, the entire assembly reconvened in the library.

During the final stage of the assembly, the elected leaders sat in a semi-circle with their constituents behind them. Only the elected leaders and the Assembly Facilitator addressed the floor. The one exception to this rule was the use of the "hot seat" which was designed to allow anyone to speak his mind whenever he felt so inclined without engaging in discussion with anyone except the Assembly Facilitator.

The procedure used in the general assembly was similar to that used in the unit meetings. One at a time, the unit leaders presented their group's goals for discussion refinement and eventual acceptance, rejection, or tabling. Although the assembly was scheduled for only one night, only one goal per unit had been discussed by midnight, and the delegates voted to return the next evening to consider the remaining goals.

On February 8, about 50 delegates returned to the junior high school library. By a few minutes after midnight, 37 goals had been adopted by over 75% of the assembly, and 11 others by a majority.

It is also noted that there was a concern on the part of some of the participants that the community should continue to be involved in the process by which these goals are to be achieved.

The Special Interest Group Interviews were planned around two groups--teachers and students. Student participants were selected at

random for student bodies of the high school and the Junior High, while faculty participants were selected at random from the district personnel rosters. Special attention was given to assure that names selected did not duplicate those selected for the Delegates' Assembly. When this happened, the next name on the list below the one selected was chosen. All other selection and notification procedures were the same as those described for the Delegates' Assembly.

Once the participants had been selected, they were divided into four groups of 11 according to the following classifications:

- High school students
- Junior high students
- Secondary school teachers
- Elementary school teachers

Four members of the Committee volunteered to act as facilitators while volunteers from the League of Women Voters agreed to serve as recorders. A training session was held for the facilitators and recorders during which their respective roles were explained.

The interviews were held at the high school and Junior high school February 8 between 3:00 and 5:00 p.m. Each group utilized the "Goal Solicitor Forms" during an initial period and followed this with discussion of statements developed in their group and a vote to determine which goals the group felt were most important.

The goals developed in each group were forwarded to the Committee for analysis and classificiation.

The Town Meeting was planned as an open meeting with anyone from the community free to participate. Invitations were sent home with each student in the district, and notices were placed in the press for two weeks prior to the meeting inviting anyone interested to participate.

The Chairman of the Committee was selected to serve as Moderator of the meeting and the Committee as a whole formed a panel to provide back-up response if necessary. A court reporter was employed to record the proceedings.

The meeting was held February 9 at 8:00 p.m. in the high school auditorium. The Moderator opened the meeting with a brief statement explaining the purposes of the meeting and requesting that participants set forth their statements in a positive and constructive fashion rather than as specific complaints or criticisms. The snowy weather was probably a factor in holding attendance down to about 150 but of those nearly 75 addressed the meeting.

It should be noted that the tone of the meeting was viewed by the Committee as highly positive. A number of the participants also indicated in their statements that they hoped efforts would be made to continue to involve them in the process by which the goals are to be achieved.

Future Plans of the Committee

1. A critique of the process model used in the Assembly, known as "Concensus," and of the structure model, the Delegates' Assembly itself. Work has already begun on these critiques with the hope of improving the techniques for the next Delegates' Assembly.

2. A study of the collected goals, a process which will include their analysis and classification. This study will result in a more formal report.

3. Arranging a second phase of Delegates' Assembly, Interviewing Interest Groups, and Town Meeting to be held in the early spring to validate the collected goals.

4. An "Opinionnaire" in which collected goals will be submitted to the entire community with the opportunity for each citizen to comment and/or add his own ideas about educational goals.

5. A comprehensive report, based on all of the aforementioned activities, to the Board of Education.

APPENDIX IV

SAMPLE ACTIVITY MODELS FOR STRUCTURING COMMUNITY INVOLVEMENT

Four suggested models for the development and structuring of community involvement are presented on the following pages. They are:

- Delegates' Assembly
- Interviewing Interest Groups
- Mini Conferences
- Town Meetings

In essence, these models are designed to provide procedures that will reach out to people and bring them to the point where they can be involved in activities that will lead to goal development.

Appendix V contains models of processes for goal development.

SETTING UP A "DELEGATES' ASSEMBLY" FOR GOAL DETERMINATION

Description

A "Delegates' Assembly" can be organized and coordinated by the Goal Development Committee or a subcommittee selected for the purpose, including a cross representation of students, teachers, and community members (parents, taxpayers, and business and civic leaders, etc.). The Committee contacts local interest groups identified in the Community Profile and urges them to elect or appoint a representative to the Assembly. Representatives are invited to attend the Assembly where they divide into working subgroups for discussion. Discussion group reports are submitted to the Committee for inclusion in a report of findings.

Structure of the Assembly

The number of subgroups will depend on the total number of participants. There should be between 10 and 15 delegates assigned to each sub-group, and each sub-group should include representatives of student, professional, educational, and community interests. Each subgroup should have a chairman and a recorder.

Chairmen have responsibility to facilitate sub-group discussion. The chairmen must be familiar with the purpose and procedure of the conference and must be able to explain them to all participants. The chairmen should attempt to guide comments within a reasonable context but should not attempt to influence the opinions expressed by the participants. All opinions should be recorded in the subgroups by a designated recorder who reports subgroup decisions to the panel.

The panel should hear and collect the reports of the group discussions and have them consolidated into a report of findings. Panel members though representative of interested parties, should reflect impartiality and objectivity in collecting all delegates' opinions and summarizing those opinions in a report of findings.

Requirements

To conduct a "Delegates' Assembly" you must be sure you have before the meeting:

1. A physical facility that is centrally located, and one that can accommodate several discussion groups.

2. Fifty to one hundred delegates representing identified interest groups solicited to participate.

3. A convenient time for many people to meet.

4. Food provisions for the participants. (Optional)

5. Some publicity, through the schools and mass media, and introductory material sent to the delegates prior to the meeting.

6. A prepared method to clearly explain purpose and procedure and to organize subgroups quickly.

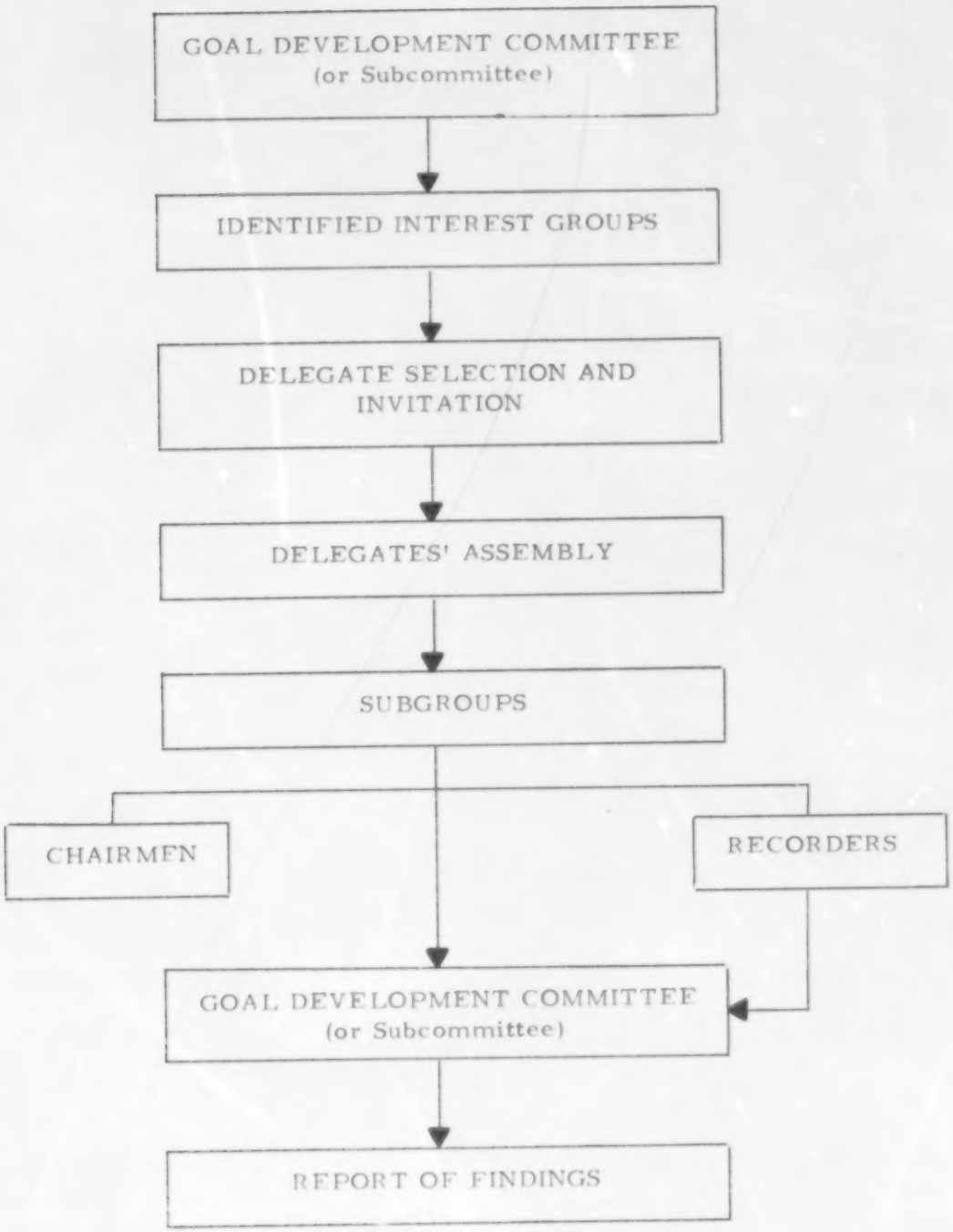
7. A chairman and recorder designated for each subgroup in advance.

8. A panel prepared and committed to hear, collect, and report the subgroup opinions.

9. A willingness to discuss your schools.

10. An honest and sincere concern for the student as the source of your interest in the schools.

DELEGATES' ASSEMBLY



"INTERVIEWING INTEREST GROUPS"

AS AN ACTIVITY FOR GOAL DETERMINATION

Description

"Interviews with Interest Groups" involves a series of meetings with various identifiable local interest groups. These may be arranged and coordinated by the Goal Development Committee or a subcommittee. Guidelines stating purpose and suggesting procedures should be distributed to all identifiable groups: both formal and informal. Project coordinators meet with the various groups who agree to participate in the goal determination program. The coordinators receive the opinions of each interest group and collect and report those opinions. Representatives of student, professional educational, and community interests should be involved in all levels of the project.

Duties of the Coordinators

The coordinators identify interest groups and solicit their involvement in the project. A coordinator should be an individual who can effectively articulate, reflect impartiality and objectivity in coordinating discussions, and who can be depended upon to responsibly complete all aspects of an assignment. The coordinators meet with the various groups and:

1. Explain the purpose and procedure of the "Interview."

2. Hear and record (by a predetermined method) the opinions expressed at each interest group discussion. The coordinators should attempt to guide comments within a reasonable context,

but should not attempt to influence the opinions expressed by participants. The coordinator can circulate and collect a questionnaire during or following each group's discussion. The time for circulation of this form will depend upon the method preselected for recording opinions. This would facilitate the collection of opinions from all participating units.

3. Collect opinions and consolidate them into a report of findings.

Requirements

To conduct an "Interest Group Interview" you must be sure you have before the series of meetings begins:

1. Identified formal and informal interest groups, solicited their participation, and been assured of their response.

2. Delivered explanatory materials to each group demonstrating interest in participating.

3. A prepared method to clearly explain purpose and procedure to each participating unit.

4. A prepared method for recording and reporting for use with each interest group interviewed.

5. A team chairman to organize the activity of the coordinators.

6. Orientation and assignment of all coordinators.

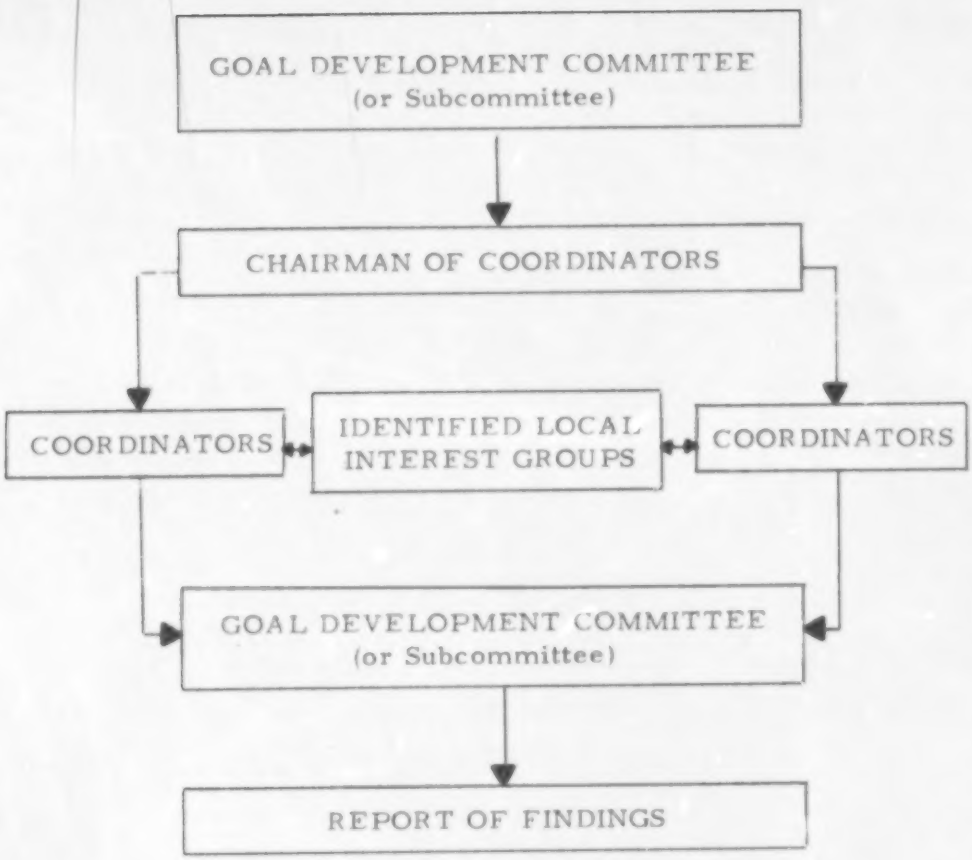
7. A prepared method to provide for collection and communication of opinions between different interest groups. (This activity could provide a method to identify representation from each interest group who could then be brought together in a subsequent goals collection and clarification activity.)

8. Coordinators prepared and committed to hear, collect, compile and report the conclusions of the interest groups interviewed.

9. A willingness to discuss your schools.

10. An honest and sincere concern for the student as the source of your interest in the schools.

INTEREST GROUP INTERVIEWS



HOLDING A "MINI CONFERENCE" FOR GOAL DETERMINATION

Description

The "Mini Conference" is a meeting of all interested citizens who care to attend. It is organized and coordinated by the Goal Development Committee or a subcommittee. Participants come together in a single large meeting room. The general chairman of the conference explains the task ahead, then the participants are randomly divided into working subgroups of 10 to 15 people for discussion. Each subgroup discussion is facilitated by a preselected subgroup chairman. The opinions generated in each subgroup discussion are collected by a predesignated recorder. Discussion group reports are delivered to the Committee. The Committee compiles conclusions of the project in a report of findings which can be distributed to all interested parties. Representatives of student, professional, educational, and community interests should be involved in all levels of the project.

Duties of the Group Chairmen and Committee

The duties of the group chairmen are to facilitate discussion in each working subgroup. These leaders must be familiar with the purpose and procedure of the conference and able to explain them to all participants. Chairmen should attempt to guide comments within a reasonable context, but should not attempt to influence the opinions expressed by participants. All opinions should be recorded in the working subgroups by a person designated "recorder." The Committee should hear and collect the reports of the subgroup discussions and summarize them for a report of findings that can then be distributed to all interested parties.

Requirements

To conduct a Mini Conference you must be sure you have before the meeting:

1. A physical facility that is centrally located, conveniently reached by all citizens, and able to accommodate several discussion groups.

2. A convenient time for many people to meet for a sufficient period of time.

3. Fifty to one hundred participants.

4. Widespread and continuous publicity through the school and public media preceding the meeting.

5. Food, or refreshment, provisions for the participants (optional).

6. Prepared methods to: (a) clearly explain purposes of the meeting, (b) describe meeting procedures to participants and (c) organize sub-groups quickly.

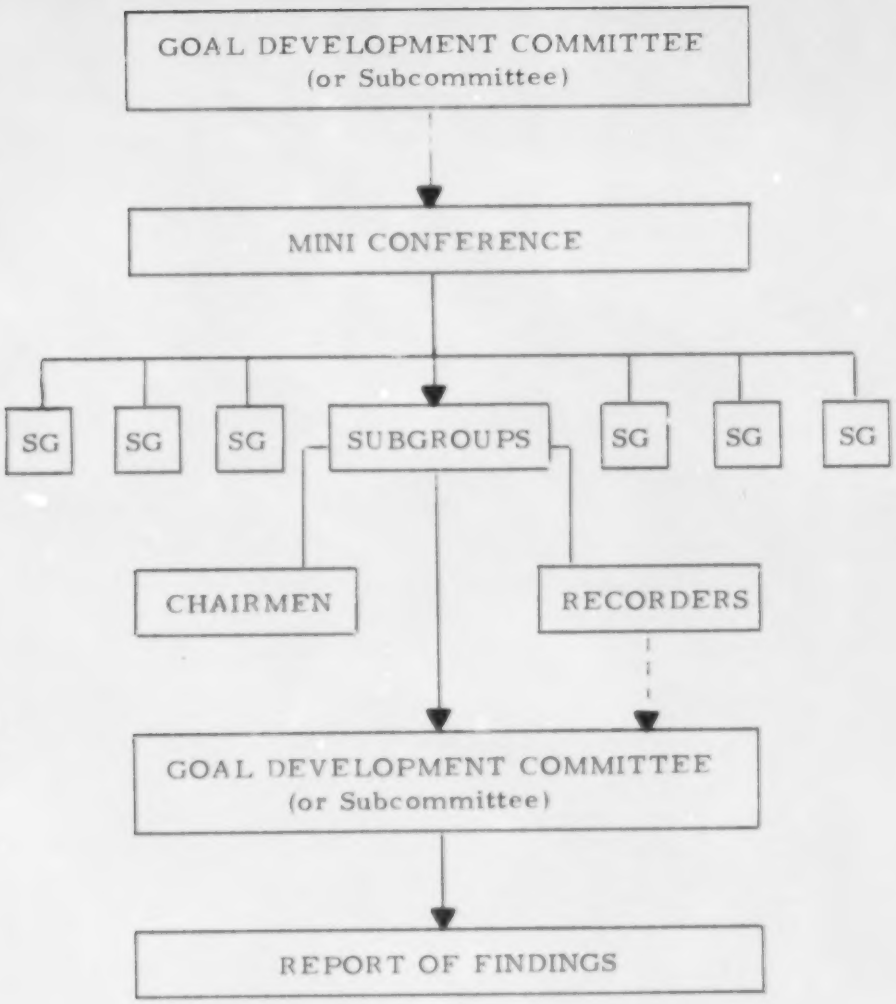
7. A chairman and recorder for each working sub-group, identified and trained in advance.

8. A Committee prepared and committed to hear, collect, and report the sub-group opinions for a report of findings that can then be distributed to all interested parties.

9. A willingness to discuss your schools.

10. An honest and sincere concern for the student as the source of your interest in the schools.

MINI CONFERENCE



HOLDING A "TOWN MEETING" FOR GOAL DETERMINATION

Description

The "Town Meeting" is an open, relatively unstructured meeting held to record the views of all interested citizens. It is organized and coordinated by the Goal Development Committee or a subcommittee composed of community members, students, teachers, and an administrative liaison which will also serve as a panel to collect and compile opinions for a report of findings. Representation of student, professional educational, and community interests should be involved in all levels of the project. One or more meetings may be conducted. If more than one is conducted, these may be scheduled concurrently for the same day or week or over a period of time (several weeks).

The panel members must be familiar with the purpose and procedure of the meeting and be able to explain them to all participants. Panel members, though representative of interested parties, should reflect impartiality and objectivity in collecting all citizens' opinions and compiling those opinions for a report of findings.

Duties of the Panel

The panel's responsibility is to record local opinion and compile a final report for distribution to all interested parties. The panel must be familiar with the purpose and procedure of the meeting and should explain them to all participants. The panel should attempt to guide comments within a reasonable context, but should not attempt to influence the opinions expressed by participants.

Requirements

To conduct a "Town Meeting" you must be sure you have before the meeting:

1. The flexibility to accommodate needs for further discussion, or needs for separate meetings with special groups. (Meetings are held to record different opinions; not to resolve them.)

2. Widespread and continuous publicity through schools and public media preceding the meeting.

3. A large meeting room in a centrally located place that can be conveniently reached by all interested citizens.

4. At least 50 people in attendance, though you could accommodate hundreds.

5. A public address system and a pre-designated recorder at each meeting.

6. A prepared introduction explaining purpose of the meeting and what everyone will be doing.

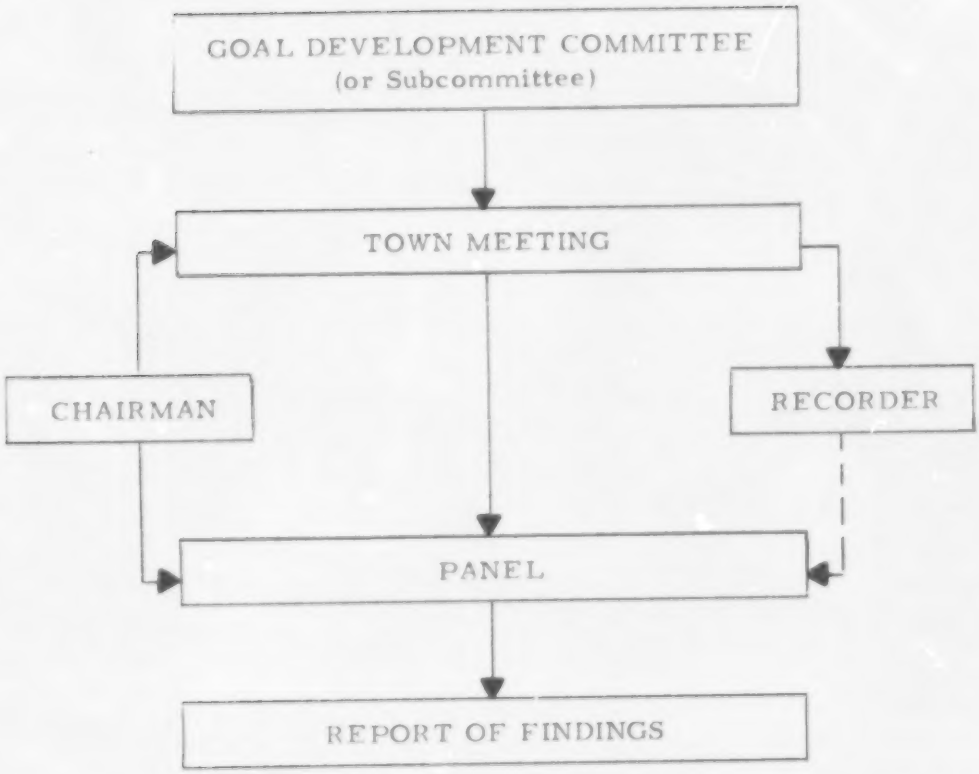
7. A prepared method for collecting the participants' opinions.

8. The commitment of the panel to accurately hear and objectively collect opinions, and to summarize conclusions for a report of findings that can be distributed to all interested parties.

9. A willingness to discuss your schools.

10. An honest and sincere concern for the students as the source of your interest in the schools.

TOWN MEETING



APPENDIX V

SAMPLE ACTIVITY MODELS

FOR THE PROCESS OF GOAL DEVELOPMENT

The activity models in Appendix I suggest possible ways of reaching out to involve the community. But what can be done to facilitate citizen participation once such groups are convened?

Four suggested models for soliciting and collecting community opinion are presented on the following pages. They are:

- "Consensus:" (Series #1, pages 79-85)
- Goal Statement Solicitor Form: (Series #2, pages 86-88)
- Opinionnaire: (Series #3, pages 89-93)
- Public Opinion Poll: (Series #4, pages 94-95)

It should be noted that some process models may be more compatible with a particular structural model (method by which the community can be brought together or approached) than others. The decision to modify or utilize any process model is a decision of the Goal Development Committee.

SERIES #1

A BRIEF EXPLANATION OF THE "CONSENSUS" PROCESS FOR GOAL DETERMINATION ...

The purpose of the "Consensus" process is to evaluate the degree of agreement which exists in any selected group on a given proposition. It is not intended to be a method for resolving conflicting positions; nor is it intended to be a device for obscuring minority opinions. "Consensus" is a procedure for gathering statements in an organized manner. It is structured to assure that all pertinent statements are articulated, discussed, and recorded. The process allows a complex task to be completed with minimum repetition and delay.

This goal determination process was developed because it should be simple to understand and to use. Though it consists of several phases and various mechanisms, for the purpose of explanation, "Consensus" can be easily divided into two basic segments.

Stage One

The first segment occurs in ten groups composed of approximately ten participants in each group. With the assistance of a unit facilitator, each unit establishes a set of educational goals for itself, based upon the statements of each participant in the unit. Each group then elects a leader to represent the decisions of that unit throughout the remainder of the process.

Stage Two

The second basic segment consists of a general assembly of all participants, with each unit represented in the ensuing discussion by its elected leader. This assembly, with the unit leaders as spokesmen, then establishes a set of educational goals which is the common product of all.

Use of the "Consensus" process for goal determination does not necessarily guarantee the development of "quality" educational goals. The ultimate sucess of the project will always depend on the degree of involvement of all participants. The "Consensus" process is a specially designed approach to help bring about this kind of active participation.

The following documents are excerpted from the "Consensus" Kit:

- A Process Devised for Setting Educational Goals
- Determining Consensus on Those Goals within a Group

Complete kits are available to local districts considering "Consensus" for a local activity model and may be obtained by writing to:

Office of Planning
New Jersey Department of Education
225 West State Street
Trenton, New Jersey 08625

PROCEDURES FOR GAINING "CONSENSUS"

Before the Process

- Introduce Project and Process
- Organize ten units of ten members each
- Hold unit meetings

During the Process

Stage One:

1. Each participant develops a goal (or goals) using the goal statement solicitor form. A participant may seek guidance from the unit facilitator.

2. Each unit proceeds through the M-P Technique* to establish a set of goals for that unit.

3. Each goal is assigned a priority rank according to the number of affirmative votes it received from unit members during the M-P Technique. These ranks are tentative.

---

*M. P. Technique (Meta-Planning Technique) is a particular kind of method designed to facilitate the making of decisions by large groups.

4. Each unit reconsiders the rank assignment of each of their unit goals.

5. Each unit determines a final priority rank for each goal in the unit list.

6. Each unit chooses a unit leader to represent that unit in the following stages of the game.

Stage Two:

1. Unit leaders exchange copies of unit goal lists.

2. Unit leaders discuss the goal lists of other units with their own unit: To determine which goals the unit wishes the unit leader to support in the "Unit Leaders Assembly."

Stage Three:

1. The unit leaders assemble.

2. The "Unit Leaders Assembly" proceeds through the M-P technique.

3. At any point in the process the "hotseat" may be occupied by any participant.

   a. The "hotseat" may be occupied to speak by any participant.

b. When the "hotseat" is occupied the game halts until the individual occupying the "hotseat" has concluded his remarks.

c. As soon as the occupant of the "hotseat" concludes his remarks, he must immediately return to his regular seat.

d. The occupant of the "hotseat" may hold a cross-conversation with only the assembly facilitator. Such a conversation can occur only if the assembly facilitator requests or agrees to it.

4. A final list of goals is established by the assembly. This list of goals need not be ranked.

5. The assembly is adjourned.

After the Process

Stage Four:

A final report of findings is compiled.

Stage Five:

The final report of findings is distributed to all interested parties.

"Concensus:" A Process for Goal Determination

1. A participant states a selected educational goal.

2. The goal statement is rephrased if necessary.

3. The goal statement is voted upon by all participants.

   a. If acceptable to 75% or more of the group, it is ADOPTED.

   b. If acceptable to 25 to 74% of the group, it is TABLED.

   c. If acceptable to 24% or less of the group, it is REJECTED.

4. Move to the next participant.

5. Proceed through statements by all participants by rotating speakers.

   a. Repeat the process of #3 with each new goal statement.

6. When all participants have stated their goals:

   a. Return to those goal statements which were accepted by 25 to 74% of the participants.

   b. Revise, rephrase, or synthesize with previous goal, if desired.

c. Vote on the goal again.

(1) If accepted by 50% or more, goal is adopted as part of the majority report.

(2) If accepted by 49% or less, goal is submitted as part of a minority report.

NOTE: This technique was devised as a process for the evaluation of consensus on educational goals to facilitate collection of opinion.

SERIES #2

A BRIEF EXPLANATION OF THE "GOAL SOLICITOR" FORM

Objectives and programs should, logically, be formulated after the establishment of goals. This is the assumption upon which the process of a goals determination program is founded. In simple words: we should decide where we want to go before we decide how to get there.

However, experience has shown that when people come together to discuss goals for their schools, they have usually come with something specific in mind. This initial interest usually results in the immediate expression of a specific objective or program.

It is a good idea to use these specific interests as the stepping stone in a process designed to aid individuals in thinking through their opinions. The result of this process is the expression of the goal their idea is intended to achieve.

This process, called the "Goal Solicitor," has been demonstrated as very helpful and simple to use. The Goal Solicitor form utilizes a series of questions placed in a special order. It is based on the path and steps that people's thoughts normally follow to arrive at educational goal statements.

The Goal Solicitor can be used in either, or both of two ways: (1) it can serve as a kind of questionnaire that each individual completes or (2)

it can serve as a guide for group leaders as to how discussion can be directed to result in a clear statement of educational goals.

The Goal Solicitor is not intended to provide a carefree guarantee of the quick expression of educational goals in a usable form. The success of a discussion group will always depend primarily on the skill and sensitivity of its leader and the active participation of its members. The Goal Solicitor form is a tool that can help facilitate knowledgeable leadership and active participation.

GOAL STATEMENT SOLICITOR FORM

For Use with "Consensus"

1. State something you think the schools should do.

2. Why should the school do this?

3. What will it do for the student?

4. Now complete the following sentence:

A student should (have) / (be) / (be able to) _____ (fill in)

(circle one)

_____ as a result of experience in school.

The sentence you have completed is an "Educational Goal Statement."

NOTE: The goal statement solicitor can be employed as many times as desired to develop as many goals as are desired.

SERIES #3

A BRIEF EXPLANATION OF THE "OPINIONNAIRE" PROCESS FOR LOCAL GOAL DETERMINATION

Purpose

The intent of the opinionnaire is to elicit a degree of agreement/disagreement in your total community with the educational goals presented by the cross representation of your community thus far involved in your goal determination project. It is structured to allow residents of your community to respond to already collected goal statements, as well as provide them with the opportunity to suggest an original goal statement. This instrument is intended to provide supplemental assurance that statements thus far collected are a "realistic" representation of "general" community opinions.

Methodology

The design of the opinionnaire is such that, given a set of goal statements, each goal has an even chance of appearing on any one questionnaire in the combination of questionnaires to assure reasonable overlap. It is suggested that a maximum of twenty goal statements will be placed in the response section. It is felt that this is the optimum number to which any given respeondent will reasonably reply.

Procedure for Assigning Goal Statements to Mailing Groups

All goal statements will be pooled and randomly assigned to groups according to the following procedure:

1. If a community has twenty (20) goals or less, the entire set of goals will be mailed to all residents.

2. If a community has more than twenty (20) goals, the mailing groups will be determined in the following manner:

   - The first goal drawn will be assigned the number 1 and placed in Group 1.

   - The second goal drawn will be assigned the number 21 and placed in Group 2.

   - The third goal drawn will be assigned the number 2 and placed in Group 1, etc.

	1st Draw	2nd Draw	3rd Draw	4th Draw		39th Draw	40th Draw
Group 1	1		2		.....	20	
Group 2		21		22	.....		40

Once all the goals have been assigned numbers by the above scheme, Groups 3 and 4 will be determined by using the numbers assigned to goals in Groups 1 and 2.

- Group 3--1, 3, 5, 7 39

- Group 4--2, 4, 6, 8 40

Each mailing group will be comprised of 1/4 of the total residents.

OPINIONNAIRE

Dear Community Member:

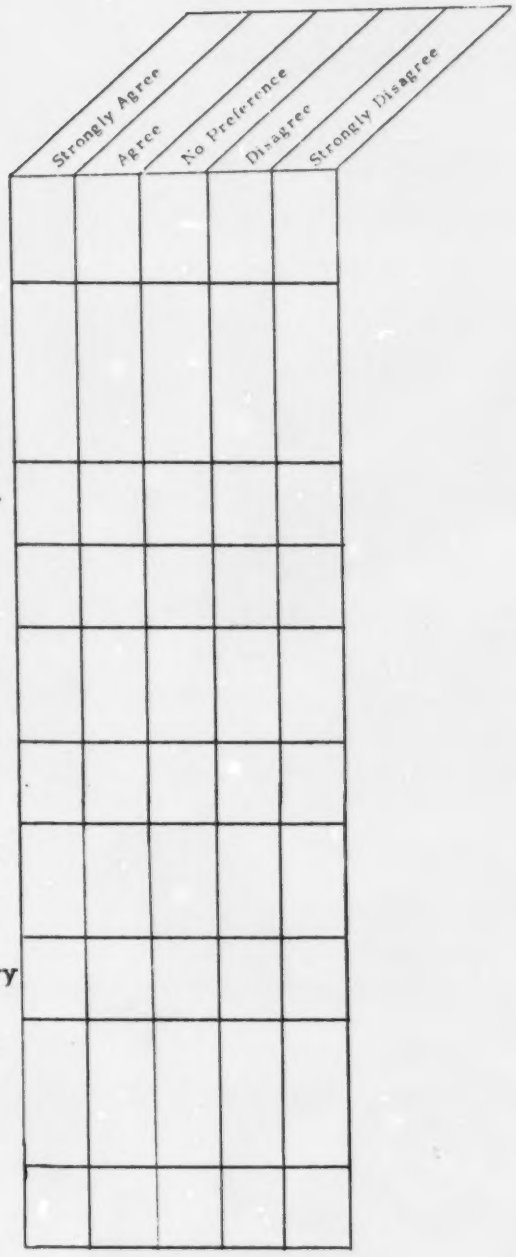
The following set of educatic al goals has been suggested as essential by certain members of your community. Do you feel that these goal statements reflect the goals you desire for the schools in your community? Please respond as to whether you agree or disagree with each goal. Thank you.

Directions: Place a check (✓) in the appropriate column beside each goal statement.

It should be the goal of the school:

I. (SAMPLE GOAL STATEMENTS)

	Strongly Agree	Agree	No Preference	Disagree	Strongly Disagree
To create in a student a sense of duty to self and to others.					
To prepare a student to become a viable economic entity in our society.					
To encourage a student to learn about society.					
To help a student to a discriminating and articulate understanding of the significance of life and one's own vital part in it.					
To help a student understand the world we live in, the forces that brought it into being and at work in it.					


Strongly Agree
Agree
No Preference
Disagree
Strongly Disagree
To create in a student a passion for freedom, for oneself and in like measure for one's fellows.
To help a student delight in excellence in all its manifestations and strive for it in all activities as a measure of self-fulfillment and of service.
To enable a student to meaningfully interact with peers.
To prepare a student to be able to use knowledge.
To develop in a student a sense of responsibility in order to become a self-reliant individual.
To create in a student a sense of style.
To instill in a student the sense of distinguishing between right and wrong.
To equip a student with the mastery of basic skills.
To develop in a student a sense of loyalty to God and country, to the systems of society and their origins.
To help a student become a constructive participant in society.

II. The Goal Statements to which you just responded represent a partial list of goals suggested by members of your community.

A goal statement refers to a result or outcome of education, not to the means by which that result might be achieved.

In your opinion, what should people have learned to be, have and/or be able to do as a result of their experience in school?

_____

_____

III. The following will help us interpret the results of this opinionnaire:

1. Do you have children? ☐ yes ☐ no
2. If yes, how many children are in each of the categories below?

___ Pre-school

___ Grades 1-5

___ Grades 6-8

___ Grades 9-12

___ Out of high school (please specify) ___

IV. Do you have any general comments about education in this community or to this activity which attempts to utilize citizen participation in the establishment of local goals for education?

SERIES #4

A BRIEF STATEMENT ON THE USE OF A PUBLIC OPINION POLL FOR LOCAL GOAL DETERMINATION

Conducting an acceptable "public opinion poll" is difficult. To achieve a legitimate and representative sampling of the community can be costly or time-consuming.

If a poll is desired to represent a stratified sample and come to defensible conclusions, it should be conducted by professionals. In this case, it will likely be costly.

If a poll is desired merely to supplement other activities and increase the number of citizens participating in the program, it can be designed and conducted by amateurs and volunteers. In this case, too, it can be time consuming and the veracity of its conclusions subject to some skepticism. Nevertheless, it can provide an added and desirable dimension to the process of citizen participation.

In either case, the decision to use this model is a decision for the advisory council.

A note about random sampling: It is possible to contact every tenth or xth citizen in your community through use of the telephone directory, election register, tax rolls, street directions, etc. Such samples are limited to the types of citizens included and there will always be weaknesses because certain citizens are either over or under represented, and further, there will always be a segment of the sample population

that does not respond. There are various advantages and disadvantages to personal interviews, telephone interviews, mailed questionnaires and newspaper or supermarket opinionnaires.

If an advisory council desires to utilize such a poll, it is probably prudent to consider using a professional consultant in polling and/or sampling.

The collation and the analysis and interpretation of data drawn from a poll are also considerable tasks to be approached with caution and respect. Here, again, outside assistance may be most appropriate.

If services from an outside (private) firm are to be secured, consideration should be given to arranging that:

1. A re-usable form or set of questions is developed for subsequent applications;

2. Local personnel (volunteers and others) are trained in the conduct of interviews.

In this way, the costs for the survey can perhaps be reduced as segments of it are repeated later.

APPENDIX VI

GUIDES FOR DISCUSSION LEADERS AND RECORDERS

The following items are included in this Handbook as guides for individuals assigned roles which appear in several activity models. They were first developed and tested in the New Jersey State Department of Education's, "Our Schools" Statewide Educational Goal Project.

1. Sample guide for group discussion leaders

2. Sample guide for recorders

GUIDES FOR GROUP DISCUSSION LEADERS

As discussion leaders at this meeting, you have two primary functions: (1) to stimulate discussion about educational goals, and (2) to help your group develop a set of tentative statements about educational goals it believes reflects its thinking.

It is not possible to list rules for each group, because each group will act and react differently, just as each individual in the group will have different thoughts. However, here are a few pointers that may aid you in leading your group's discussion:

1. At the start of the discussion, briefly state the purpose of the meeting.

2. Have each person, including yourself, introduce himself stating his name, occupation, place of residence, number of children, etc., as well as any association he may have or have had with education (such as Board Member, parent) so that he presents a preliminary image to the others in the group. Wearing name tags helps individuals speak to each other without the embarrassment of forgetting names.

3. Sometimes it helps to encourage informality by avoiding hand-raising, addressing the chair, etc.

4. Especially at the beginning of your discussion, individuals may hesitate to speak up. You may have to make a comment and

then ask for reactions. Do not be overly impatient with silences and pauses, especially at the start of a discussion.

5. Do not feel compelled to comment every time someone makes a comment. Do not answer questions. . .throw them back to another person in the group or to the questioner himself.

6. Do not make a speech about your own views...if you do have something to express, turn your idea into a question for the group.

7. You can use what are called "question expanders:" How? Why? Such as? How do the rest of you feel about this?, etc.

8. A successful discussion generates from the group itself and not from the leader. Concentrate on stimulating the group ... not pulling it along with you.

9. Sometimes certain people tend to monopolize the discussion. If this seems to be happening, direct a question to those members who haven't been participating.

10. If one of your group talks too much, it might be wise to say ... "I think that you've made a good point... Let's see what the others think about it."

11. Give each person an opportunity to express his thought or present his view. Do not be abrupt or judgmental with respect to the person making the statement.

12. Never force a statement from a silent member. He may have nothing to say at that particular point.

13. The group will probably wander off onto a tangent at some point. It would help them to keep on the track if you summarize occasionally or to have the recorder re-introduce a previous topic.

14. Participants will probably try to discuss matters like...we need more money, taxes are too high already...,etc. which are not goals. Attempt to keep the discussion from concentration on topics of this nature. Try to focus on the theme of what schools should be doing for students. Remember the object is to consider goals; for these meetings, the "means" are secondary considerations.

15. Be certain that a conclusion is not reached too quickly about a goal, without consideration of the opposing view. If a conflicting or opposing view is not brought up regarding a given concept, maybe you could do so.

16. Create opportunities for all to speak by occasionally asking if there is consensus on a given point.

17. If the group, or one or two participants become embroiled in discussing a particular question and things appear to be getting heated, remind the group that the subject is controversial or open to different interpretations and that's one reason for

their being there. It may also become necessary to make the point that the group is discussing ideas--not personalities, political groups, or specific organizations.

18. Do not argue with your group. If one or more members persists in sticking to a given subject, permit this expression to take place. Then, when appropriate, remind the group about its purpose or of a previous discussion point and ask for additional comments in that direction. This will usually suffice. However, occasionally the group will choose to return to the former discussion, which from your point of view, is tangential or nonproductive. If this happens, give the group an opportunity to decide for itself what it wants to do (ask for a raise of hands) and abide by the majority's decision. (If it's a tie, you must make the decision.)

19. There may be observers visiting your subgroup's meeting. Be careful not to allow them to comment too much about what is being said. They could, without meaning to, take the discussion away from the participants. They have been invited to observe, not participate.

20. Remember that education should be considered on many levels ...pre-school, K-12, vocational, adult and continuing education. Sometimes, because of any high school students who may be in the group, discussion tends to be limited to the high school level only. Ask the group from time to time whether there are any comments concerning goals or priori-

ties at one of the other levels, if the discussion tends to cover one level only.

21. Near the conclusion of the meeting, you or the recorder should quickly sum up:

    a. Major points of general agreement

    b. Major points for which there were some conflicting views

    c. Other major ideas or concerns discussed by the group

22. Before adjourning, be sure to thank the group members for their participation and the recorder for his efforts.

GUIDES FOR RECORDERS

As a recorder, your job is to communicate clearly the ideas expressed by the people taking part in the meeting. This will require that you take notes during the meeting and that you later write a report of what happened.

In your notes you should not try to take down everything that is said. But you should try to get the general point of each remark. Something that seems unimportant to you at the moment may be regarded as very important by the people at the meeting, and they may later spend a lot of time talking about it. If necessary, you may ask a speaker to repeat what he said, to allow you to get it down, but of course that should not happen to often.

Use any system of taking notes that is convenient for you. Just be sure that you will be able to read your own notes later on when you prepare your report! It will be easier if you write up your report as soon as possible after the meeting is over, while it and your notes are still fresh in your mind.

In your report, try to be objective; that is, give a fair presentation of what people actually said, whether or not you liked it or agreed with it. It is not necessary to include the name of each speaker. Do not use abbreviations from your notes; because other people may not know what they mean; write everything out in full. If possible, have the chairman of your meeting read your report over to see if there are points he can think of that may have been missed in your notes.

Here are some of the things that should be covered in your report:

1. What were the main subjects discussed? What were the main things said about each subject?

2. On what points did the people at the meeting seem to be in agreement as far as you could tell? In particular, were there some educational goals that most people seemed to feel were either good ones or bad ones?

3. On what points were there disagreement? Exactly what was the disagreement about? If the people who disagreed later reach agreement, what did they agree on?

4. What points did people seem to feel most strongly about? Was there any discussion of priorities--the kinds of things that it was most urgent for the schools to be doing? If so, what did these priorities seem to be?

5. What did people have to say about the next steps to be taken in the program?

At the beginning of your report, be sure to give the date and place of the meeting, and your name.